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NEWS AND NOTES

ANNUAL MEETING OF THE NATIONAL COUNCIL

The eleventh annual meeting of the National Council will be held November 2 in the Auditorium Hotel, Chicago. There will be two general sessions instead of one, as has usually been the case. Each section will also have two meetings. The Board of Directors will meet Thanksgiving afternoon, and it is very important that the representatives of the affiliated associations be present at that time. Thursday evening the usual Workers' Conference, to which all are welcome, but to which only the enthusiasts usually come, will discuss "What Remains to be Done Concerning the Problem of Essentials?" The general sessions will be Friday morning and evening, one of them being devoted to American Speech. Section meetings will occupy Friday afternoon and Saturday morning. The Saturday afternoon conference on teacher-training, with which the gathering will end, will consider "The Equipment of the Literature Teacher."

SUGGESTIONS FOR THOSE INTERESTED IN BUILDING CLUB PROGRAMS ON SPEECH IMPROVEMENT¹

"What we should seek is to contribute to each of the little companies with which our life is bound up a gently enlarging influence, such impulses as will not startle or create detachment, but which may save from humdrum, routine, and dreary usualness."—G. H. Palmer.

For a single program for rousing interest in the speech movement:

1. An account of the speech movement.
2. Speech in song, as illustrated by the singing of a great poem set to music.
3. A talk on a phase of speech which represents the chief interest of the community for which it is given, as: "My Experience in Learning to Speak English"; "Americanization and Language"; "Is There an American Speech as Distinguished from British Speech?"; "Dialects"; "The American Speaking Voice"; "The

¹ Original chiefly in the sense of the author's having assembled ideas and suggestions growing out of her association with the speech movements.

Ideal Conversation"; "Speech as a Tool in Business Life"; "Words as Personalities"; a Round Table discussion, led by a specialist.

4. A reading or a story.
5. A short play or scene from a play (as Stuart Walker's "Nevertheless" in *Portmanteau Plays*, or Sheridan's *The Rivals*, or O. Henry's "By Courier").

For Armistice Day:

- A. Ideas which may be represented dramatically or otherwise:
 1. What the Great War brought us (in broader interests, broader sympathies, enrichment of ideas and ideals, enrichment of language).
 2. A tribute to those who fought for America.
 3. America's contribution to world-civilization (in material things, ideas, and ideals).
 4. What America can contribute to the English language.
- B. Materials for reading, etc. (suggested by Miss H. A. Turner, Detroit): "Flanders Fields"; Donald Hankey's *A Student in Arms*; Alan Seeger's "I Have a Rendezvous with Death"; Joyce Kilmer's poems, especially "The White Ships and the Red"; John Ascoug's "French Windows"; Stephen Crane's "The Red Badge of Courage"; Rupert Brooke's "The Dead"; Winifred Letts's "The Spires of Oxford."

For a series of programs:

1. Outline *aims* or *goals* to be attained by means of programs.
2. Have programs reflect the interests of the group for which they are planned.
3. Topics: "Standards for Speaking"; "Reaching an Audience"; "Ideas, the Source of Power in Speaking"; "Sincerity and Other Such Qualities, the Source of Power in Speaking"; "The Importance of Organization"; "The Development of Personality"; "Voice"; "Words"; "Articulation and Enunciation"; "Pronunciation"; "The Value of Brevity in Speaking."
4. Proceed from the more obvious level to the less obvious. That is, if the group is most readily interested in words often mispronounced, have this subject among the first.
5. Unless the speaker is an artist or a specialist, have a single contribution no more than seven or ten minutes in length.

6. If it is agreed that members are to acquire power in speaking through practice before an audience, a system should be formulated, as the setting up for each meeting of one or two objectives in speaking, and judging of speakers by critics, or by the entire club.¹
7. Have the program represent as far as possible co-operative effort of *all* members. That is, have a committee in charge of all the programs and a subcommittee for each program; solicit questions to be answered (question box at each meeting); utilize for speaking purposes individual interests and experiences of members.
8. In shaping topics, plays, etc., emphasize *positive* features.
9. Anticipate each meeting as far as possible by
 - a) Submitting questions to club members in advance to serve as a basis for discussion.
 - b) Placing on bulletin board words or expressions to be discussed, as "How do you pronounce . . . ? (Give list of words, etc.)"
10. "The Speaker's Ten Commandments" below represents one person's building of standards. An individual or a club would profit if they would formulate a statement of their own standards by means of reading and observing. In attaining these standards, one will gain the best results by concentrating upon one objective at a time until he has attained it.

"The Speaker's Ten Commandments" (original in part):

1. Begin with a positive, concrete, striking statement. Tell your audience something at the start that will immediately grasp their attention.
2. Hold their attention by employing as many elements of variety as possible—especially the concrete.
3. Be concise. Avoid being tiresome. Try to make one word do the work of two.
4. Use plain language. Avoid fine phrases. You are not there to give your audience an ear full, but a mind full.
5. Talk to the simplest intelligence in your audience; you will touch everything higher up.
6. Talk to the back row of your audience; you will hit everything closer in.

¹ For this idea the writer is particularly indebted to Mr. C. C. Certain.

7. Be natural and direct. Sincerity wears no frills.
8. Speak slowly and clearly. A jumbled sentence is a wasted sentence.
9. Do not forget the central thought of your speech, and do not let your audience forget it.
10. Finish strong and sharp.

HARRY G. HOUGHTON¹

Materials:

1. Very little material in the way of bibliography is offered here, for the avoidance of repetition is desirable. More complete suggestions and a full bibliography may be found in *A Guide to American Speech Week*, published by National Council of Teachers of English, 506 West 69th Street, Chicago, 25 cents per copy.
2. A more technical bibliography than that of the *Guide* and one valuable for building a series of programs may be had in *Bibliography on Speech for Teachers of English*, National Council of Teachers of English, 10 cents per copy.
3. An outline of a year's work, in which club activity in English classes is an important feature, may be found in *Speech Improvement: A Year's Program*, by C. C. Certain, National Council of Teachers of English, 40 cents.

CLAUDIA E. CRUMPTON

*Chairman of Committee on American Speech,
National Council of Teachers of English*

THE PERIODICALS

WHAT IS ENGLISH FOR?

The University High School Journal is a new quarterly magazine published by the supervisory staff of the University High School of the University of California. The price is \$1.00 a year, or 25 cents per copy.

Volume I, No. 2, is notable for an article on "Objectives in English," by Emma J. Breck, and the English course of the University High School. Starting from the statement of the aim of education as proposed by the Commission on Reorganization of Secondary Education, "to develop in each individual the knowledge, interests, ideas, habits and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends," Miss Breck shows the

¹ Formerly teacher of Public Speaking, University of Wisconsin, now vice-president of Dickinson Real Estate Company, Detroit, Mich.

part which the study of English may play in the accomplishment of this large aim. The study of language has three chief values: (1) The accurate use of an adequate vocabulary is necessary to the best thinking. (2) Language is the great means of communicating thought. (3) Correct use of English is necessary for the greatest individual success. The study of literature should help the student in learning how to use his place "to shape himself and society toward ever nobler ends." The detailed applications of these principles in the article and in the course of study are illuminating.

THE WEAKNESS OF THE GOUIN METHOD

In *School and Society* for July 30, Garry C. Myers criticizes the Gouin method of teaching English to foreigners. In the same magazine for June 15, R. F. Gray had praised the method as almost ideal. Captain Myers points out that it was derived from the psychology of childhood and so is not wholly adapted to adults. In particular it lacks motive, because the sentences are unnatural and uninteresting. In the army work the use of such sentences as "I want to learn good English" furnished suggestion and inspiration as well as practice. Another example is: "It is a big job to learn to write. A good American soldier likes a big job. We are good American soldiers."

A SIMPLE SECRET

The three-page article on "High School Discipline" contributed by Everett V. Perkins to *Education* for June is worth all the rest of the magazine—indeed, more than most whole books on pedagogy. The only way to secure genuinely good discipline is to lead pupils to obey principles rather than persons, because it is principles only which are always on duty. Moreover, the adoption by the teacher of the attitude that offenses are against principles and the common good rather than against him is the sure way to avoid antagonism and the pupil's feeling of personal grievance. The final value of principles as masters of discipline is that they develop moral character as no compulsion by the teacher can. They are the things which pupils must obey after leaving school.

A REAL BOOK GUIDE

The *Booklist* is a non-commercial publication issued ten times a year by the American Library Association, 78 East Washington Street, Chicago. It is supported in part by an endowment fund and is designed especially for librarians and teachers. The new books included in each

issue are chosen by librarians as those most suitable for general use. The book notes are short and represent in every case a consensus of opinion rather than individual opinion. Classification number and catalogue information are given for each title.

All future numbers will contain a short list of books especially useful in high-school libraries.

USEFUL DOCUMENTS

DePauw University *Bulletin*, Volume VIII, No. 5, dated May, 1921, is devoted to "Books Worth While," by Professor Francis C. Tilden, and an article on "The Short Story and Drama," by Professor Raymond W. Pence. The latter contains a suggestive list of short stories and dramas similar to that in the author's article in the *English Journal*—*Plays for Amateurs* is the title of a booklet prepared by the Little Theatre Department of the New York Drama League and published by the H. W. Wilson Company. Price, \$0.60.—The University of Washington Department of English has issued as a bulletin its reading-list for English 81 (Canadian Literature), prepared by Robert Max Garrett.—Allison Gaw, of the University of Southern California, has gotten up a very interesting and helpful set of questions for the study of any play. This is published in a 24-page booklet obtainable from the author for 50 cents.—*English Philology in English Universities* by Henry Cecil Wilde, is presented as a booklet by the Clarendon Press, Oxford.—*English Place-Name Study*, a paper by Professor Allen Mawer, is reprinted from the *Proceedings of the British Academy* and may be had from the Oxford University Press, Amen Corner, London E.C., for 1s. 6d.—*Report on the Conditions of the Teaching of English in the Secondary Schools of New Jersey*, prepared by the New Jersey Association of Teachers of English, is so trenchant a presentation of the facts as to stir a very lively controversy. The conditions uncovered there are so similar to those in other places as to make the pamphlet worth reading everywhere.—The reports of the Committees of the Southern Section of the California State Association of English Teachers have been compiled into a booklet. Address the secretary-treasurer, Miss Snow Longley, Arlington Heights Elementary School, Los Angeles.—The junior high school problem is illuminated by two publications of the Boston Public Schools: *School Document No. 19*, 1920, "Report on Intermediate Schools and Classes," and *School Document No. 2*, 1921, "Statement of Principles and Procedure Affecting Grades VII–XII with Special Reference to Grades

VII-IX."—*University of North Carolina Extension Leaflet*, Volume IX, No. 4, is devoted to "Library Extension Service," and Volume IX, No. 6, of the same series to "Music in the Public Schools."—The educational department of the Victor Talking Machine Company has issued a new booklet, *The Victrola in Correlation with English and American Literature*.—"Trade and Industrial Education for Girls and Women" is the subject of *Bulletin No. 58* of the Federal Board for Vocational Education.—*The Hope of Our Children*, a treatise on tuberculosis in juveniles by Professor Hans Much, of the University of Hamburg, is a very neat brochure obtainable from the Courier Company, San Francisco, for 60 cents. The Free Public Library of Jersey City has prepared and published a series of interesting pamphlets, some of which are of very considerable interest to teachers of English. They are as follows: *William Shakespeare, a Brief Outline of His Life*; *The Pilgrims, a Historical Souvenir of the Tercentenary Celebration*; *The Pilgrims, a Selected List of Books*; *Theodore Roosevelt, a Brief Outline of His Life* (with bibliography); *The Star-spangled Banner* and *The American Flag*, both historical; and a *Brief Outline of the Government of Jersey City*.—*The University of North Carolina Record*, No. 176, is devoted to "Further Use of Standard Tests and Scales as a Basis for a Coöperative Research Plan." This is in connection with the working out of grade standards throughout the state. No. 179 of the same series is a record of the researches in progress in the graduate school of the University of North Carolina. English teachers will be interested in the work of Professors Greenlaw, Hanford, and their colleagues.—Recent *Bulletins* of the Bureau of Education, Series of 1920, are as follows: No. 16, "A Survey of Education in Hawaii"; No. 22, "A School Building Program for Meriden, Connecticut"; No. 23, "A School Building Program for Gloucester, Massachusetts"; No. 31, "Statistical Survey of Education, 1917-18"; No. 33, "Educational Directory, 1920-21"; No. 36, "Preliminary Survey of the Schools of the District of Columbia"; No. 44, "Salaries of High School Principals."—*The Salvation of Jemmy Slang* is a good speech play worked out by Robert J. Fry and his pupils in the Lewis and Clark High School of Spokane, Washington, and privately printed. \$0.50.